

4 month reporting date 3/02/07 Received 3/2/07  
 8 month reporting date 7/02/07 Received 5/17/2007  
 12 month completion date 11/02/07  
 Closed 5/17/2007

## Belle Fourche School District Improvement Plan/Progress Report Form

**Scheduled Date of Completion:**

**Principle : 1 General Supervision**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:17:03 Annual report of children served**

The monitoring team was unable to validate correct placement on the child count for three students. What was reported on the SIMS net did not correlate with what was on the IEP cover sheets.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Belle Fourche School District will ensure all students on child count have the correct placement 100% of the time.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

All students on child count in the Belle Fourche School District will be reported in the correct category to match the SIMS report 100% of the time

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

1. What will the district do to improve?

The special education director will review correct placement of students reported on the December 1<sup>st</sup> 2006 child count.

**March 07**

**Special Ed.  
Director**

**Goal Met  
3/2/07**

What data will be given to SEP to verify this objective?

Copies of the IEP cover sheets for each eligible student will be submitted to Special Education Program office. A brief explanation on any reporting errors will be submitted to the State Office of Special Education Programs.

4 month reporting date 3/02/07 Received 3/2/07  
8 month reporting date 7/02/07 Received 5/17/2007  
12 month completion date 11/02/07  
Closed 5/17/2007

Please explain the data (4 month) Copies of the IEP cover sheets from the Dec. 1 child count were sent to SEP on 3/01/07. An page is attached explaining one error that occurred. A student was placed by his IEP team at our Alternative School in Belle Fourche. When the file was exchanged the case manager checked the wrong box on our (SIMS) sheet indicating that the student was SLD instead of OHI. I have met with the staff and implemented a procedure for handling such exchanges of information to ensure we do not make this mistake again. Case managers cross referenced the Dec. 1, 2006 child count with information from MDAT forms, Psychological Evaluations and a spread sheet of their students provided by my office to insure the correct placement appears on the child count. The only error was listed above and has been corrected.

Please explain the data (8 month)

Please explain the data (12 month)

### **Principle: 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Needs Intervention:**

**ARSD 24:05:22:03. Certified child**

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

Six students did not have correct documentation supporting their disability.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure that all students are appropriately evaluated for eligibility and evaluations are appropriately documented.

4 month reporting date 3/02/07 Received 3/2/07  
 8 month reporting date 7/02/07 Received 5/17/2007  
 12 month completion date 11/02/07  
 Closed 5/17/2007

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Six students will be reevaluated in all areas of suspected disability, and a written report will document all findings.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve?          Six students will be reevaluated in all areas of suspected disability, and a written report will document all findings.</p> <p>What data will be given to SEP to verify this objective?          Documentation from the 6 files listed above will show evaluations were conducted in a manner that ensures eligibility and that evaluation results are appropriately documented. The Special Education Director will check each file to ensure correct documentation.</p>	<b>March 07 and ongoing</b>	<b>Special Education Director</b>	<b>Goal Met 5/17/2007</b>
<p>Please explain the data (4 month) The Special Education Director has requested an extension to ensure parents understand the reasons why we need to re-evaluate.          The six students that did not have correct documentation supporting disability have been or are currently in the process of being re-evaluated or parents have denied the re-evaluation process and decided to decline services. When all students' evaluations are completed, the Special Education Director will send in a written report.</p>			
<p>Please explain the data (8 month) Documentation of re-evaluations of the six identified students was completed and sent to SEP in May of 2007. Some of the student's parents decided not to consent to reevaluation.</p>			
<p>Please explain the data (12 month)</p>			

4 month reporting date 3/02/07 Received 3/2/07  
8 month reporting date 7/02/07 Received 5/17/2007  
12 month completion date 11/02/07  
Closed 5/17/2007

### **Principle: 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Out of Compliance: Needs Assistance**

**ARSD 24:05:30:04 Prior notice and parent consent**

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

- (1) Reviewing existing data as part of an evaluation or reevaluation; or
- (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

**ARSD 24:05:25:04 Evaluation procedures**

School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

The monitoring team found that transition evaluations were being completed, but there was no parent permission to administer the assessments. Written reports are not being generated on the transition assessment and given to the parents.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

Prior notice/consent to evaluate will be acquired from parents for all evaluations administered and a report will be generated on all evaluations and given to the parents.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

4 month reporting date 3/02/07 Received 3/2/07  
 8 month reporting date 7/02/07 Received 5/17/2007  
 12 month completion date 11/02/07  
 Closed 5/17/2007

<p>1. What will the district do to improve?          The Special Education Director will check all initial and reevaluation documents occurring during the 4 month reporting period and report the total number of evaluations reviewed and number that were evaluated according to the prior notice/consent.</p> <p>What data will be given to SEP to verify this objective?          The number of evaluations completed and the total number that had correct documentation and reports will be reported to Special Education Programs.</p>	<p><b>March 07 and ongoing</b></p>	<p><b>Special Ed. Director</b></p>	<p><b>Goal Met 5/17/2007</b></p>
<p>Please explain the data (4 month) There were 17 reevaluations and 8 initial evaluations during the 4 month reporting period. Of the reevaluations, all had correct documentation and reports according to the prior notice/consent. There were two initial evaluations at the high school level that evaluated according to the prior notice/consent, however, there was no mention of transition evaluations to be conducted as required. The two students evaluated did not qualify in the areas of suspected disabilities. I have met with the high school staff to clarify that when initial evaluations arise, they are required to assess transition skills also as part of the complete process.</p>			
<p>Please explain the data (8 month) The Special Education Director met with staff who address transition and clarified the need to include transition as part of the comprehensive evaluation, specifically on initial evaluations. There were three initial evaluations completed during this time period and all of the prior notices addressed transition and transition was part of the areas assessed during testing. This information was also included on the Eligibility Determination form and the PLOPS page.</p>			
<p>Please explain the data (12 month)</p>			

**Principle: 5 Individualized Education Program**

4 month reporting date 3/02/07 Received 3/2/07  
8 month reporting date 7/02/07 Received 5/17/2007  
12 month completion date 11/02/07  
Closed 5/17/2007

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Out of compliance: Needs Assistance**

**ARSD 24:05:27:01.03. Content of individualized education program**

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
  - (a) How the student's disability affects the student's involvement and progress in the general curriculum.
  
- (7) A statement of:
  - (a) How the student's progress toward the annual goals described in this section will be measured; and
  - (b) How the student's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled student's progress of:
    - (i) Their student's progress toward the annual goals; and
    - (ii) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

Through interview and a review of student records the monitoring team determined progress towards annual goals was not reported in all files at the high school level.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Progress toward annual goals will be reported for all students on an active IEP.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students will have progress reports which address the progress toward annual goals 100% of the time.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

4 month reporting date 3/02/07 Received 3/2/07  
 8 month reporting date 7/02/07 Received 5/17/2007  
 12 month completion date 11/02/07  
 Closed 5/17/2007

<p>1. What will the district do to improve?          The Special Education Director will check all files at the High School for progress reports on annual goals for all students.</p> <p>What data will be given to SEP to verify this objective?          The director will report the number of students on IEPs at the high school and the number of students which had progress reports on annual goals.</p>	<p><b>March and Ongoing</b></p>	<p><b>Special Education Director</b></p>	<p><b>Goal Met 3/2/07</b></p>
<p>Please explain the data (4 month) There are 61 students on IEP's at the high school level. The Special Ed. Director checked all files as of 2/01/07 and discovered all of them had current progress reports on annual goals.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p><b>Principle: 5 Individualized Education Program</b></p>			
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u>ARSD 24:05:27:01.03 Content of individualized education program (IEP)</u>  <u>Present level of academic achievement and functional performance and annual goals</u>          A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance are based upon the functional assessment information gathered during the comprehensive evaluation process.</p> <p>The monitoring team found student files lacked the required content in the PLAFFPs (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews indicated functional assessments are not being completed to acquire the skill-based information to develop present levels of performance for students eligible for special education services. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period. For example, "Will improve her reading skills as measured by achieving a minimum of an 80% in all content area subjects". "Will read at the 6<sup>th</sup> grade level".</p>			

4 month reporting date 3/02/07 Received 3/2/07  
 8 month reporting date 7/02/07 Received 5/17/2007  
 12 month completion date 11/02/07  
 Closed 5/17/2007

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 The district ensures the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

IEPs written by the district will have all required content including present levels of performance, goals targeting their area of need 100% of the time.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve?            The Special Education Director will review all files to ensure the required content is included, including present levels of performance, functional information, and goals that target area of need 100% of the time.</p> <p>What data will be given to SEP to verify this objective?            The district will report the number of files reviewed and report the number with required content.</p>	<b>March 07 and ongoing</b>	<b>Special Education Director</b>	<b>Goal Met 3/2/07</b>
Please explain the data (4 month) The Special Education Director attended 91 of 97 IEP's during the 4 month reporting period to ensure that IEP's include required content including present levels of performance, functional information and goals that target area of need. Of the 91 IEP meetings attended, 100% of the had required content			
Please explain the data (8 month)			
Please explain the data (12 month)			

**Principle: 5 Individualized Education Program**



4 month reporting date 3/02/07 Received 3/2/07  
8 month reporting date 7/02/07 Received 5/17/2007  
12 month completion date 11/02/07  
Closed 5/17/2007

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.

In several student files reviewed, behavioral assessment and/or present levels of performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
Consideration of special factors in the IEP will be addressed for all students.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
All students with any behavior concerns will have the behavior addressed in the consideration of special factors section 100% of the time.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

4 month reporting date 3/02/07 Received 3/2/07  
 8 month reporting date 7/02/07 Received 5/17/2007  
 12 month completion date 11/02/07  
 Closed 5/17/2007

<p>1. What will the district do to improve?          The Special Education Director will check all students IEPs to verify the consideration of special factors has been addressed for all students with needs.          What data will be given to SEP to verify this objective?          The director will report the number of IEPs checked and the number that addressed the special factors correctly to the Special Education Program</p>	<p><b>March 07 and Ongoing</b></p>	<p><b>Special Education Director</b></p>	<p><b>Goal Met 3/2/07</b></p>
<p>Please explain the data (4 month)          During the 4 month reporting period the Special Education Director attended 91 of 97 IEP meetings and discovered that consideration of special factors are addressed 100% of the time.</p>			
<p>Please explain the data (8 month)</p>			
<p>2. What will the district do to improve?          All special education staff will attend an in-service on functional assessments, and how to link them to the present levels of performance. IEP content will be addressed at the same in-service covering goals present levels of performance, and consideration of special factors.            What data will be given to SEP to verify this objective?          The number of staff attending will be reported and the areas addressed.</p>	<p><b>March 07</b></p>	<p><b>Special Education Director</b></p>	<p><b>Goal Met 5/17/2007</b></p>
<p>Please explain the data (4 month)          The Special Education Director has schedule an in-service on March 23, 2007 to address IEP content. The in-service will be facilitated by two members of the review team (Linda Shirley and Mary Borgman).</p>			
<p>Please explain the data (8 month) On March 23, 2007 an in-service was held to address the second action step in this section. Linda Shirley and Mary Borgman presented specifically on functional assessments, how to link them to PLOPS. Also during the in-service they covered IEP content addressing PLOPS and consideration of special factors. 100% of the special education staff attended and a signature sheet was sent to SEP for documentation purposes.</p>			